

**ELA DISTANCE LEARNING CENTRE**

Student and teacher: Use this cover sheet for mailing or faxing.

ELA 2104**ENGLISH 20-2****Unit 6: Searching for Success****Response Booklet 7****FOR STUDENT USE ONLY**

Date Submitted:

(If label is missing or incorrect)

Time Spent on Unit:

File Number:

Unit Number:

FOR ADLC USE ONLY

Batch Number:

Assigned To:

Graded By:

Grading:

Date Unit Received:

**Student's Questions
and Comments****Apply Label Here**

Name	Address	City/Town	Province	Postal Code
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*Please verify that preprinted label is for
correct course and unit.***Teacher's Comments:****Teacher**

These instructions are for students registered with the Alberta Distance Learning Centre.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING RESPONSE BOOKLET

When you are registering for distance learning courses, you are expected to submit Response Booklets regularly for correction. **Submit each Response Booklet as soon as you have completed it.** Do not submit more than one Response Booklet in one subject at one time. Before submitting your Response Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover completed and the correct course label attached?

MAILING

1. Postage Regulations

Do not enclose letters with Response Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Response Booklet to the post office and have it weighed. Attach sufficient postage and seal the envelope. Response Booklets will travel faster if sufficient postage is used and if they are in envelopes that do not exceed two centimetres thickness.

FAXING

1. Response Booklets may be faxed to the Alberta Distance Learning Centre. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

Response Booklets may be e-mailed to the Alberta Distance Learning Centre. Contact your teacher for the appropriate e-mail address.

English 20-2

Response Booklet 7

Advice:

Your marks on this unit will be determined by your success on the assignments in this booklet. Your answers indicate of your understanding of the course.

- Before attempting to answer the assigned questions, please be sure you have read all the relevant directions and instructions in the course materials.
- Proceed **slowly** and **carefully** through the assignments.
- If you encounter difficulties, review the intrstuctions pertaining to the particular section.
- If you are still having problems, please contact the course teacher at the Alberta Distance Learning Centre for assistance.
- The marks possible for each individual exercise is indicated.
- Good luck in your studies!

Warning:

- Failure to complete all questions and/or poor responses due to obvious lack of effort may result in your teacher returning the Response Booklet marked “incomplete”. No grading will be awarded until such exercises are completed to the teacher’s satisfaction.
- Discussing various aspects of the course with others is encouraged, but all work submitted should be your own.
- **If the final exam score is vastly different from the assignment scores, the teacher has the discretion to assign a final mark based solely on the examination results.**

Our Pledge to You:

Everyone at the Alberta Distance Learning Centre is committed to helping you achieve your educational goals. We happily assist students who are sincere in their desire to learn. We may be reached by phone, fax, e-mail, voice mail, postal mail, or in person.

Any journey consists of single steps; you have taken another by enrolling in this course. We want to help you successfully reach your destination.

CANADIAN CATALOGUING IN PUBLICATION DATA

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The address is as follows:

<http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

**You must ensure that all required materials are submitted.
No marks can be given for incomplete or missing work.**

Materials Required	(Student's Checkmark) <i>Is it Here?</i>	Points Possible	Points Received
ADLC Cover and this chart			
Section 2: Career Investigation Report		65	
Section 3: Proposal		35	
Section 4: <i>Career Portfolio</i>		10	
Section 5: Preparing for Exams		80	
Final Assignment		10	
Total		200	%

Student's Declaration:

I certify that I have included all materials required for marking.

(Date)

(Student's Signature)

- ✓ Use your **Student Booklet** for full explanation of instruction and assignments.
- ✓ Your **Career Portfolio** must be included as a separate folder with the specified assignments.
- ✓ This **Response Booklet** provides abbreviated wording of assignments and space for your polished work.

Following are two *Information Interview* forms to be used in your **Career Investigation Report**.

Information Interview

Name of Person Interviewed: _____

Position/Business: _____

Student (Interviewer): _____

Interview Questions	Answers/Notes
Additional Interesting Information:	

Information Interview

Name of Person Interviewed: _____

Position/Business: _____

Student (Interviewer): _____

Interview Questions	Answers/Notes
Additional Interesting Information:	

Section 2: Writing the Career Investigation Report

Expectations of a Career Investigation Report

Values	Thought and Detail <i>The student...</i>	Writing Skills <i>The student...</i>	Supporting Materials <i>The student...</i>
5	Excellent <ul style="list-style-type: none"> • presents accurate and complete information with commitment • manages information skillfully 	Excellent <ul style="list-style-type: none"> • uses skillfull, fluent, and effective structures • uses grammar, spelling, and punctuation accurately 	Excellent <ul style="list-style-type: none"> • identifies current and appropriate sources in an impressive bibliography • provides excellently detailed <i>Information Interview</i> forms
4	Proficient <ul style="list-style-type: none"> • presents accurate and complete information • manages information competently 	Proficient <ul style="list-style-type: none"> • uses clear and fluent structures • uses grammar, spelling, and punctuation with few errors 	Proficient <ul style="list-style-type: none"> • identifies current and appropriate sources in an effective bibliography • provides detailed <i>Information Interview</i> forms
3	Satisfactory <ul style="list-style-type: none"> • presents basic information appropriately • manages information acceptably 	Satisfactory <ul style="list-style-type: none"> • uses clear but ordinary structures • uses generally accurate grammar, spelling, and punctuation 	Satisfactory <ul style="list-style-type: none"> • provides a minimal bibliography of current and appropriate sources • provides adequate <i>Information Interview</i> forms
2	Limited <ul style="list-style-type: none"> • presents insufficient or inappropriate information • manages information inadequately 	Limited <ul style="list-style-type: none"> • uses some ineffective structures • shows weak knowledge of grammar, spelling, and punctuation 	Limited <ul style="list-style-type: none"> • provides an inadequate bibliography of current and appropriate sources • provides ineffective <i>Information Interview</i> forms
1	Poor <ul style="list-style-type: none"> • presents inaccurate and/or incomplete information • manages information poorly 	Poor <ul style="list-style-type: none"> • uses unclear structures frequently • allows errors in grammar, spelling, and punctuation to impede communication 	Poor <ul style="list-style-type: none"> • provides insufficient bibliography • provides inadequate <i>Information Interview</i> forms

Career Investigation	Possible	Received
Thought and Detail	25	
Writing Skills	15	
Supporting Materials	15	
Total	55	

Self-evaluation:

If you were an employer, what would you say about this Career Investigation Report?

Section 3: Making a Proposal

Expectations for a Proposal

Values	Thought and Detail <i>The student...</i>	Writing Skills <i>The student...</i>
5	Excellent • presents accurate and complete information with commitment	Excellent • uses skillfull, fluent, and effective structures • uses grammar, spelling, and punctuation accurately
4	Proficient • presents accurate and complete information	Proficient • uses clear and fluent structures • uses grammar, spelling, and punctuation with few errors
3	Satisfactory • presents basic information appropriately	Satisfactory • uses clear but ordinary structures • uses generally accurate grammar, spelling, and punctuation
2	Limited • presents insufficient or inappropriate information	Limited • uses some ineffective structures • shows weak knowledge of grammar, spelling, and punctuation
1	Poor • presents inaccurate and/or incomplete information	Poor • uses unclear structures frequently • allows errors in grammar, spelling, and punctuation to impede communication

Proposal	Possible	Received
Thought and Detail	20	
Writing Skills	10	
Total	30	

5

Self-evaluation:

What features of your proposal will likely impress your audience most favourably?

**Value
10**

Section 4: *Career Portfolio*

Your *Career Portfolio* should contain at least the following items from this course:

- Title page
- “A Portrait of _____” (Unit 3, Section 2, Assignment 2)
- “RealSearch Fact Finder” (Unit 3, Section 3, Assignment 1)
- Completed application form (Unit 3, Section 3, Assignment 2)
- Résumé (Unit 3, Section 3, Assignment 3)
- Cover Letter (Unit 3, Section 3, Assignment 4)
- Follow-up Letter (Unit 3, Section 3, Assignment 7)
- Career Investigation Report (Unit 7, Section 2)
- Proposal (Unit 7, Section 3)

Expectations for a Career Portfolio	Possible	Received
Excellent <ul style="list-style-type: none">• Amount/quality of materials is impressive.• Care and effort are impressive.	9 - 10	
Satisfactory <ul style="list-style-type: none">• Required materials are included.• Care and effort are shown.	6 - 8	
Inadequate <ul style="list-style-type: none">• Some required materials are absent.• Care and effort are lacking.	0	

Section 5: Preparing for Exams

Exam Section I: Reading

Place the letter of the **BEST** answer on the line before the question.

1. Line 3, "...he had cleaned and oiled his old army rifle, and he meant to use it", suggests that Simon is likely to—

Such a question requires you to know the quotation's context, the specific situation in which the quoted words have been used. What other information given in the first paragraph is essential to understanding this quotation?

_____ Choose the **best** answer to complete the statement:

- A. hunt for some wild game that may be in the field
- B. protect himself as he worked his fields
- C. confront Dickie over some matter of irritation
- D. spend the afternoon hunting rather than working the field

2. The contrasting attitudes of Simon and Dickie are **best** illustrated by—

You must recognize that contrasts are opposites. What attitudes does each man show through what he says and does?

_____ Choose the **best** answer to complete the statement:

- A. (i) "Paid-up member!" ... "What good's that to him?" Will it help him farm?" (line)
(ii) "See what the Legion sent me,' ... "It's ..." (line)
- B. (i) "Hi," ... "Been for mail? Come over. I want to show you something." (line)
(ii) "He comes regular." ... "He gets soldier magazines." (line)
- C. (i) "...he's a paid-up member if he does live out here." (line)
(ii) "Paid-up member!" (line)
- D. (i) "Come and see where I been diggin'" (line)
(ii) "In Flanders Fields." (line)

3. "...and the solemn way in which Dickie could recite 'In Flanders Fields'." (line)
As used in this line, the word "solemn" means—

In questions involving vocabulary, you should be aware of the meanings of all alternatives so that you can choose the best meaning for the word. Sometimes context is also important. Give a sensible reason for choosing or rejecting each alternative:

- A. flowery

- B. sarcastic

- C. serious

- D. exaggerated

_____ Choose the **best** answer to complete the statement:

- A. flowery
- B. sarcastic
- C. serious
- D. exaggerated

4. The author foreshadows the outcome through reference to—

Foreshadowing is a common technique of short stories. When the outcome is known, the reader must feel prepared to accept it.

- A. rifle, shovel, time — If Simon is using a horse-drawn implement in a field, why is he carrying a shovel and a rifle, and why must he get to the road corner a few minutes before Dickie?

- B. settlement, farm, price — Why does the disagreement with Hank Wheeler have little impact on the outcome of the story?

- C. disc harrow, horses, rain — To what extent do these items affect the outcome of the story?

- D. trench, mail, *In Flanders Fields* – How might the combination of these three items affect the outcome?

Choose the **best** answer to complete the statement:

- A. rifle, shovel, time
- B. settlement, farm, price
- C. disc harrow, horses, rain
- D. trench, mail, *In Flanders Fields*

5. Which of the following **best** expresses a main idea (or theme) of this excerpt?

What does this author of “Paid-up Member” suggest to you about situations in life?

_____ Choose the **best** statement from these four to answer the question:

- A. What goes around comes around.
- B. Simon’s revenge is unjustified because Dickie lived honestly.
- C. Rejection is difficult when it changes one’s plans.
- D. Making things right by taking matters in one’s own hands.

Why did you reject each of the other three alternatives?

Exam Section II: Personal Response to Literature

Expectations for Personal Essays

Values	Plan <i>The student...</i>	Thought and Detail <i>The student...</i>	Writing Skills <i>The student...</i>
5	Excellent • analyzes and answers questions thoroughly • creates purposeful topic sentences and clincher sentences • concludes deliberately and effectively	Excellent • develops ideas insightfully and confidently • supports ideas with precise details	Excellent • uses skillful, fluent, and effective structures • controls diction precisely • uses grammar, spelling, and punctuation accurately
4	Proficient • analyzes and answers questions accurately • creates relevant topic sentences and clincher sentences • concludes effectively	Proficient • develops ideas thoughtfully • supports ideas with relevant details	Proficient • uses clear and fluent structures • uses specific diction • uses grammar, spelling, and punctuation with few errors
3	Satisfactory • analyzes and answers question adequately • creates basic topic sentences and clincher sentences • concludes with some sense of closure	Satisfactory • develops ideas appropriately • supports ideas with straightforward details	Satisfactory • uses clear but ordinary structures • uses general diction • uses generally accurate grammar, spelling, and punctuation
2	Limited • analyzes question inappropriately • answers question weakly • creates weak topic sentences and clincher sentences • concludes superficially	Limited • develops ideas superficially or weakly • uses vague and/or repetitive supporting details	Limited • uses some effective structures • uses imprecise or very general diction • shows weak knowledge of grammar, spelling, and punctuation
1	Poor • fails to analyze the question • answers question inadequately • fails to produce topic sentences and/or clincher sentences • fails to conclude	Poor • uses marginally relevant or undeveloped ideas • uses inadequate or few supporting details	Poor • uses unclear structures frequently • uses inaccurate diction often • allows errors in grammar, spelling, and punctuation to impede communication

Personal Essay	Possible	Received
Plan	10	
Thought and Detail	10	
Writing Skills	10	
TOTAL	30	

Choose supporting details from the excerpt, personal experience, and literature for each body paragraph. List your chosen details in the chart.

Controlling Idea (Answer the question)	Body Paragraph 1	Body Paragraph 2	Body Paragraph 3
Topic Sentences			
Details from Excerpt			
Details from Personal Experience			
Details from Literature			

Planning

Written Work

Section III: Functional Writing

Write the speech you will make at the general assembly to convince the administration to

- A. accept the proposal, or
- B. reject the proposal.

Expectations for a Speech

Values	Thought and Detail <i>The student...</i>	Writing Skills <i>The student...</i>
5	Excellent <ul style="list-style-type: none"> • shows precise awareness of audience • develops purpose impressively • provides precise and appropriate information 	Excellent <ul style="list-style-type: none"> • uses impressive words and structures • controls sentences, usage, grammar, and mechanics confidently
4	Proficient <ul style="list-style-type: none"> • shows clear awareness of audience • develops purpose effectively • provides significant information 	Proficient <ul style="list-style-type: none"> • uses effective words and structures • controls sentences, usage, grammar, and mechanics competently
3	Satisfactory <ul style="list-style-type: none"> • shows sustained awareness of audience • develops purpose adequately • provides sufficient information 	Satisfactory <ul style="list-style-type: none"> • uses basic words and structures • controls sentences, usage, grammar, and mechanics basically
2	Limited <ul style="list-style-type: none"> • shows unsustained awareness of audience • develops purpose ineffectively • provides scant, insignificant, and/or irrelevant information 	Limited <ul style="list-style-type: none"> • uses ineffective words and structures • falters in control of sentences, usage, grammar, and mechanics
1	Poor <ul style="list-style-type: none"> • shows little awareness of audience • develops purpose obscurely, if at all • provides inappropriate information, if any 	Poor <ul style="list-style-type: none"> • uses inadequate of words and structures • lacks control of sentences, usage, grammar, and mechanics

Functional Writing	Possible	Received
Thought and Detail	10	
Writing Skills	5	
Planning	5	
TOTAL	20	

1. Identify the audience. (Who are you trying to motivate to action?)

What are the sources of information available to you for this assignment?

- *Explanation in THE SITUATION*
- *Memo from the assistant principal to students*

- _____
- _____
- _____

2. Identify supporting details for each course of action. Use the following chart to list your chosen details from the proposal, the memo, the survey results, and letters-to-the-editor.

A	B
Support for <u>accepting</u> the proposal	Support for <u>rejecting</u> the proposal
My recommendation:	

Planning

Finished Work

Good afternoon, Administrators of Barrwest High School:

Section IV: Response to Visual Communication

**What idea does the photograph communicate to you?
Support your response by referring to specific details from the photograph.**

Expectations for Visual Communication

Values	Thought and Detail <i>The student...</i>	Writing Skills <i>The student...</i>
5	Excellent <ul style="list-style-type: none"> • shows perceptive idea • chooses purposeful supporting details 	Excellent <ul style="list-style-type: none"> • uses effective words and structures • controls sentences, grammar, and mechanics confidently
4	Proficient <ul style="list-style-type: none"> • shows well-considered idea • choose well-defined supporting details 	Proficient <ul style="list-style-type: none"> • uses frequently effective words and structures • controls sentences, grammar, mechanics competently
3	Satisfactory <ul style="list-style-type: none"> • shows conventional idea • chooses clear supporting details 	Satisfactory <ul style="list-style-type: none"> • uses occasionally effective words and structures • controls sentences, grammar, mechanics
2	Limited <ul style="list-style-type: none"> • shows vague and uncertain explanation • chooses inappropriate and/or unclear details 	Limited <ul style="list-style-type: none"> • uses word and structures ineffectively • shows faltering control of sentences, grammar, mechanics
1	Poor <ul style="list-style-type: none"> • shows inappropriate or incomprehensible explanation • chooses irrelevant, inaccurate, or no details 	Poor <ul style="list-style-type: none"> • uses words and structures ineffectively • does not control sentences, grammar, mechanics

Visual Communication	Possible	Received
Thought and Detail	5	
Writing Skills	5	
Planning	5	
TOTAL	15	

1. Complete the organizing chart.

Detail/Feature	Significance	Concept/Topic
<i>One girl faces two other girls</i>	<i>One is divided from the other two</i>	<i>separation</i>
<i>Student work on walls</i>	<i>Work on display shows some standard of expectations has been met.</i>	<irecognition></irecognition>
<i>One open locker</i>	<i>The conformity of the group of lockers is disrupted.</i>	
	<i>One girl is excluded from the sharing of a secret.</i>	<i>alienation and/or popularity</i>

Your statement of idea:

2. Write the composition.

Value
10

Final Assignment: Reflecting on English 20-2

How has English 20-2 made a difference to me?

Please remember to attach to Unit 7 the folder containing your *Career Portfolio*.

Congratulations!

You have finished the course work for English 20-2. Only the final exam remains.

